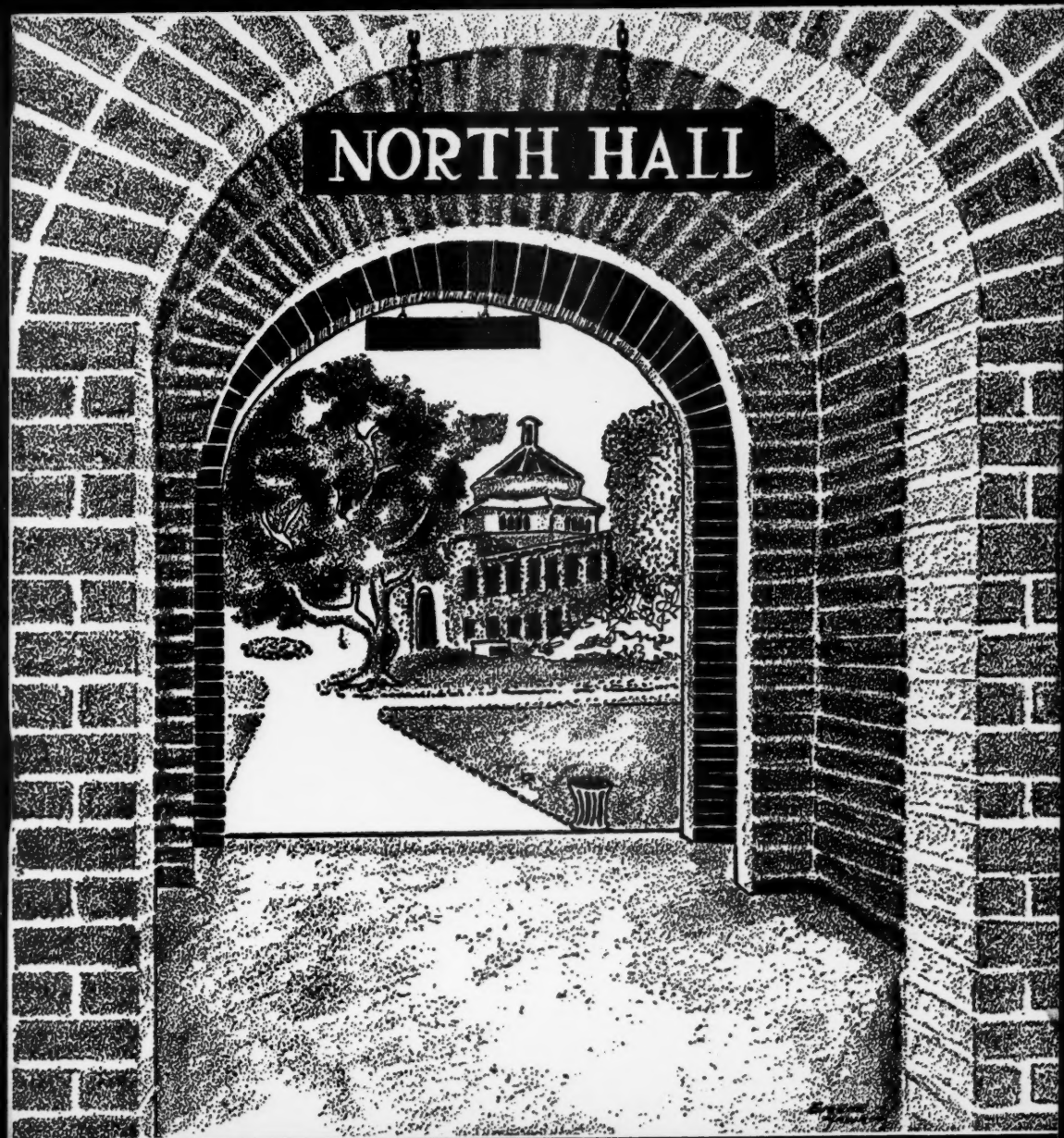


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ROY E. SIMPSON

Superintendent of Public Instruction

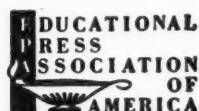
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CONTENTS

	Page
Los Angeles State College—Unique in American Higher Education.....	441
Annual Report of the California Committee for the Study of Education, 1953-54	451
Apportionment of the State School Fund.....	459
The California Education Co-ordinating Committee.....	463
Departmental Communications	465
For Your Information.....	468
Professional Literature	471
Directory, California State Department of Education.....	476

The cover drawing shows the tower of the Administration Building, as seen through an archway of North Hall, on the campus of Los Angeles City College—the temporary home of Los Angeles State College. It is the work of Eugene Hawkins, State College art student.

LOS ANGELES STATE COLLEGE OF APPLIED ARTS AND SCIENCES—Unique in American Higher Education

HOWARD S. McDONALD, *President*

Anything that is written about Los Angeles State College of Applied Arts and Sciences these days is likely to be out of date before the ink is dry. One of the fastest-growing educational institutions in the nation, and one of the youngest, it is an interesting combination of stability as to objectives, program, and methods, on the one hand; and of rapid changes in size, scope, and physical characteristics, on the other.

Starting literally with nothing, a few years ago, the college passed a significant milestone in 1953 when it was granted membership in the Western College Association, with its entire program accredited for the maximum five-year period. Previously the college had been authorized by the State Board of Education to recommend its graduates as candidates for teaching credentials, but the new accreditation attests to its progress in other fields as well.

The area served by the college is not easily defined in precise terms. The College now shares the facilities of the Los Angeles City College, a junior college on North Vermont Avenue near central Los Angeles, as it has since its establishment. Los Angeles State College offers upper-division and graduate work only, and draws its students not only from Los Angeles City College but also in substantial number from a dozen or more other junior colleges in southern California and from the lower divisions of several other colleges and universities. Approximately two-thirds of its students come from the central, southern, and eastern parts of the city—the sections the post office department regards as being “Los Angeles” as differentiated from the other areas such as several communities in the San Fernando Valley and elsewhere, which developed as separate towns but are now included in the city’s far-flung political boundaries. As long as the state college remains on the Los Angeles City College campus, such will probably continue to be the case, and for that time also the college will offer only upper-division and graduate courses.

The Legislature has voted funds for a new site for the state college, however, and a new period of growth seems certain. The State Public Works Board has announced its intent to acquire a site for a new four-year Los Angeles State College in the San Fernando Valley,¹ and an additional site closer to the central area of the city where the present upper-division program may be continued. Many parts of the present

¹ Since this article was written, the Public Works Board has announced its approval of a site for a 4-year college in the San Fernando Valley, consisting of approximately 160 acres lying northerly from the intersection of Nordhoff and Lindley avenues.

program require access to the business and industrial centers of the community, and their further development must await the provision of adequate facilities.

The statutes under which the first state college at Los Angeles was established, in 1947, provided that the new institution was to be located on the campus of the Los Angeles City College, but administered by the State Department of Education. Los Angeles City College is a part of the Los Angeles city school system. Under a contract made as directed by the Legislature, between the California State Department of Education and the Los Angeles City Board of Education as the governing board of the Los Angeles Junior College District, the new state college was to provide upper-division instruction and thus make it possible for junior college graduates to obtain two more years of college work on the same campus.

At one time, four more junior colleges were proposed for the Los Angeles area, which would have taken some of the load from the Los Angeles City College. Plans for these new junior colleges have since been indefinitely postponed, if not abandoned, and the growth of the state college has been accompanied by unexpectedly rapid growth in the enrollment of Los Angeles City College. One reason the Legislature has now voted funds for a new site for the state college is that the combined enrollment of the two institutions has far outgrown all the facilities available for their joint occupation.

The original Los Angeles State College was abolished by the Legislature in 1949 and was replaced by the Los Angeles State College of Applied Arts and Sciences, so named to emphasize a specific two-fold objective. The commonly used name, for brevity and convenience, is still "Los Angeles State College."

One objective of the college, as redefined in the new legislation,¹ was to meet the needs of the community and primarily to include, but not to be limited to, the training of students for gainful occupations in the arts and sciences as related to business and industry. Co-operative arrangements with industry and business were to be established, looking toward the development of programs of training which would relate practical work experience with classroom instruction. The college has never lost sight of this objective, which is unique among the state colleges. Well-defined programs in marketing, labor relations, accounting, industrial management, finance, and other business fields have been developed. A relationship which has been built up between the college faculty and business leaders of the community is steadily increasing in importance.

Not only have several business curriculums been established, but a Division of Technical Sciences has been created to meet growing demands in engineering, audiology, and industrial arts. This division also

¹ Chapter 86, Statutes of 1949.

contains the departments of nursing and police science, and is expanding rapidly to meet the needs of the community for technically trained personnel with four-year college degrees. The college's other divisions—Education, Fine Arts, Language Arts, Natural Sciences, Physical Education and Social Sciences—all contribute directly to training of qualified employees for a growing number of employers over a widening area.

The second objective the Legislature assigned the college was to fulfill the functions of most of the other state colleges, including the training of teachers, developing a general or liberal education program, and offering the preprofessional courses needed by students who plan to transfer to universities for advanced professional study. The growth of the college has been substantial along all of these lines.

It may not be completely correct to say that the college opened its doors in 1947, since it had no doors of its own to open. The first classes were conducted in that year, however, all of them being taught on a temporary and part-time basis by faculty members of Los Angeles City College.

The first class schedule, in mimeographed form, showed approximately 30 courses in 12 departments, taught by 27 City College instructors. The first college catalog, the initial run of which was also mimeographed, was more ambitious. It listed 126 courses in 28 departments, but not all of these were ready to be offered in that first semester.

For the most part those first offerings were on the third-year college level, with fourth-year courses to follow the next year. Nine of the 30 courses on the first schedule were in business subjects, four in education, and three each in economics, English, and engineering. All of them were day courses, but, because of many requests from teachers and others, four evening courses were added late in October. The evening division, now called the "extended day" division, expanded considerably in the 1948 spring semester. From the start the demand was heavy for education courses, and the schedule for the 1948 spring semester showed 15 classes in education out of a total of 33 classes in 10 fields.

The 1948-49 catalog of the college was the first to set forth a complete degree curriculum leading to degrees of bachelor of arts and bachelor of education. The bachelor of arts degree was offered with a major in accounting, drama, English-speech, general business, industrial management, marketing, music, or social science. The B. A. was also offered with a certificate in nursing or with a special secondary teaching credential in physical education, and the education curriculums were designed to lead toward general elementary, general secondary, or kindergarten-primary credentials.

In 1948 the first full-time faculty members were employed by the college, although not in time to be listed in the 1948-1949 college catalog. The first published faculty roster appeared in 1949-1950, listing 44 full-

time faculty members who had been appointed up to the time of its publication. Many of these are still on the faculty, and at least a dozen of them date back to 1948. An additional 132 part-time instructors were also listed, some from the Los Angeles City College staff and some from business and industry or other sources.

Enrollment for the college's first semester, in the fall of 1947, was 136 students. The number increased to 347 the following spring, but the first major spurt in enrollment came the following fall, when 1,439 students registered. As has been the case every year since, the spring registration showed a sharp increase over fall. The total rose to 2,187 by the end of the second academic year, in the spring of 1949.

Seven persons made up the first graduating class. They were awarded B. A. degrees in the spring of 1948. All of them had had previous upper-division college work elsewhere, but took advantage of the opportunity to enroll in the new institution to complete the requirements for graduation. In the spring of the next year, 1949, 87 degrees were granted, including the first to be conferred on candidates who had completed the two-year upper-division work entirely at Los Angeles State College.

From 1947 until the late fall of 1949, P. Victor Peterson, formerly dean of professional education at San Jose State College and now president of Long Beach State College, served as acting president of Los Angeles State College. In 1949 Howard S. McDonald assumed the presidency of both the state college and the city college, under an agreement between the State Department of Education and the Los Angeles City Board of Education, to facilitate the smooth functioning of the two colleges on the same campus. This arrangement is still in effect and presumably will remain so until the state college moves to its own campus. An executive dean and a dean of student personnel shortly thereafter assumed joint duties with both colleges, although on all other levels there was a complete separation of administration and personnel between the two institutions.

The total enrollment of Los Angeles State College topped 6,000 persons for the first time in 1954, standing at 6,229 in the spring semester after the withdrawal and adjustment period. Even without freshman or sophomore students, Los Angeles State's total enrollment is third highest among the California state colleges. For the first time this year, also, it has been necessary to turn away several hundred students because classes were filled to capacity. The enrollment curve has shown a steep and almost unbroken rise from the beginning. Los Angeles City College, as previously mentioned, has also shown unexpected increases, and the spring semester of 1954 saw more than 23,000 students registered for day or evening classes in the two colleges which share the campus—the same campus from which the University of California at Los Angeles moved, in 1929, to find more room for its then 5,000 students.

Summer sessions have been increasingly important in the college program from the beginning. The first one, in 1948, attracted 824 students. The figure climbed to 1,449 in 1949, to 2,359 in 1952, then to 3,010 in 1953. The summer of 1954 set a new summer session record of 3,556.

The curve for enrollment in regular academic session, as expressed in terms of "full-time equivalents,"¹ shows an almost unbroken rise. In the fall of 1947 it was 130, almost as high as the total registration of 136. The full-time equivalent enrollment leaped to 2,467 in the spring of 1951 and has risen more slowly since then, reaching its highest point in the spring of 1954, when it was 3,381. This figure included an even 100 for 647 extension students. The curve representing this measure of enrollment is of course not so steep as that for total registration, which counts each individual enrolled. This reflects an increasing demand for evening courses.

The number of degrees granted by the college has risen steadily each year. From the 7 and 87, in 1948 and 1949, respectively, there were 502 in 1950, 706 in 1951, 789 in 1952 (including the first 13 M. A. degrees to be conferred), and 838 in 1953. In the spring semester of 1954, there were 641 degrees conferred with nearly 200 more to follow in the summer session.

Growth of the faculty has kept pace, although the search has constantly been for quality rather than for quantity of personnel. In June, 1954, the full-time faculty numbered 185 persons, and it was estimated that 20 more would be needed this fall. In addition there were approximately 150 part-time instructors, some of them from Los Angeles City College but more of them from business, industry, governmental units or other educational institutions.

Much of the increasing demand for education courses in southern California can doubtless be attributed to the rapid growth in population, especially of school age, which has resulted in increased school enrollments and widespread demand for more and better teachers. The development of the master's degree program at the college, and the premiums placed on professional growth and more recently upon the master's degree itself by the Los Angeles public school system, have also contributed to the popularity of education courses. There has been no discernible tendency for students to transfer from one division into another at the college, and all of the divisions have grown. Registration in education courses, however, is such that in fall and spring semesters from a third to a half of the entire student body will be found in the Education Division. The college now offers approximately 100 courses in education among the 900 or more listed by all eight divisions in the college catalog for 1954-1955.

¹ When the enrollment of students in a regular semester becomes stabilized (i.e., the sixth week in fall, or the third week in spring), it can be expressed in "full-time equivalents" ("F.T.E.") by adding together all the units for which students are enrolled at that time and dividing the total by 15, which is the typical total of units in the program of a full-time student.

Los Angeles State College offers courses required in preparation for 26 credentials for public school service, a number which compares favorably with the total at any other educational institution in the state. They are the general elementary and the kindergarten-primary credentials; the junior high school credential; the general secondary credential; special secondary credentials in art, business education, homemaking, industrial arts, music, nursing education, physical education, and speech arts; special secondary credentials for teaching the deaf, teaching the mentally retarded, teaching lip reading to the hard-of-hearing child, and correction of speech defects; credentials in elementary school administration, elementary school supervision, secondary school administration, secondary school supervision, and special subject supervision; and school service credentials in child welfare and supervision of attendance, for school audiometrist, school nurse, school psychologist, and school psychometrist.

As one of the youngest institutions of higher education in the nation, Los Angeles State College of Applied Arts and Sciences has not yet made its full imprint on the world through a widening circle of successful alumni. By the time this reaches print almost 4,000 persons will have been graduated from this college, but their futures, we trust, are still ahead of them. Some of them have already taken important posts in industry, in the public schools, with government agencies and in many other fields of usefulness. Many of them too, of course, have entered the nation's armed forces.

It might not be fair for the college to claim credit for the successes of the many who have called upon it for graduate courses after already having established themselves in their careers. Graduate students in business have won promotion or have prepared themselves for new jobs through their work at the college, however, in growing numbers. Los Angeles teachers have become administrators, and administrators have taken supplementary work or have earned additional degrees or credentials through its facilities.

In athletics, too, the college is too new to have received much acclaim for the exploits of its teams. Somewhat restricted by its upper-division, two-year nature, and by the fact that so many of its students work full time while attending college, Los Angeles State surprises some by being able to produce teams at all.

The college is a member of the California Collegiate Athletic Association. It fields teams in eleven major sports, including basketball, baseball, swimming, tennis, water polo, track, cross-country, golf, gymnastics, and wrestling. To that list football was added in 1952. It is a little early yet for any traditional rivalries to come into full flower, but already there is one permanent football trophy, "the old shoe," which is fought over each year with Pepperdine College. Each of the two colleges has now won it once.

Many other phases of the college program must await more adequate facilities before they can be fully developed. There are well-laid plans to meet an urgent local demand for teachers in home economics, industrial arts, and other specialized areas. The engineering, nursing, and police science programs are expanding rapidly, as previously mentioned, the last-named in co-operation with the Los Angeles Police Department.

Some of the courses offered are unique within the state. The growing department of audiology, for example, was the first in the nation to offer a bachelor's degree curriculum in that important field, and is able to meet only in part the demand for students with technical training in the fields of noise control in industry, sound engineering, and the fitting of hearing aids.

A four-year program in printing management has been developed in co-operation with the Printing Industries Association of Los Angeles, Los Angeles City College, Los Angeles Trade-Technical Junior College, and other junior colleges in the area. Printing is a tremendous operation in southern California, and this industry has a keen interest in increasing the supply of potential executives who combine a knowledge of printing methods and techniques with sound business training. A considerable expansion of many of these important specialized programs will be possible only when the question of location and facilities has been answered.

Los Angeles State College has often been referred to as a "street car college," although one wonders why when he tries to find a parking place anywhere near the campus in class hours. Most of the students drive to school, although the campus is the terminus of one street-car line and is served by several bus lines.

The term "street car college," however, is highly descriptive of the nature of the student body. Most of the students come to the college because they can attend classes and still live at home and can still work at previous places of employment. There is little evidence that more than a very few have moved into the area in order to come to the college. Adjacent residential districts show little more concentration of student population than do those several miles away. When an analysis of the location of students' residences was last made, more than half of the total number lived considerably south and east of the present location.

Perhaps it is fortunate that the college does not need any dormitory or residence halls, for there would be no place to put them. For the few students who move nearer the campus, the student activities office maintains a file of room or apartments available nearby, but the housing problems of the college are confined mainly to the problems of classroom, laboratory, office, and parking space.

The increasing pressure on the two institutions which share the campus has called for a high degree of ingenuity in space utilization and for numerous emergency measures to handle the crowds. The 35-

acre campus has become dotted with temporary bungalow buildings, the first of which had been erected long before the state college was established. A score or more were added in out-of-the-way corners in 1948. More followed in 1949, and were spread over part of the quadrangle in front of the Administration Building—familiar to countless movie-goers from the fact that it has been in the “cast” of many Hollywood motion pictures which called for college settings. In 1950 still more bungalows pre-empted what had been a parking lot across Monroe Street to the south. While perhaps they are not ideal accommodations, the bungalow buildings make it possible for the faculty to do its job.

Twelve of the bungalows have been linked by crosswalk platforms to form the Los Angeles State College Library. Others provide space for student personnel activities, industrial arts and art workshops, music rooms, and faculty offices, but most of them are used for classes. For additional office space the college has acquired several former apartment buildings or flats in the neighborhood, and one former grocery store. Some space has also been rented on a semester basis from Chapman College, across Vermont Avenue.

Los Angeles City College and Los Angeles State College share some of the facilities, such as the auditorium, the health service and film center bungalows, certain laboratories, and the Student Union building. Some of the buildings have been used by students attending classes under seven different college names. The Administration Building, North Hall, the Social Arts Building, the Engineering Building, and the Women's Gymnasium, erected in 1914, formed part of the home of the Los Angeles State Normal School, which became the University of California, Southern Branch, in 1919. Eight years later, in 1927, the name was changed to the University of California at Los Angeles, and two years later, in 1929, the University moved to its present location and Los Angeles Junior College took over the buildings. That name was changed to Los Angeles City College in 1938. The sixth name came when Los Angeles State College began, and the seventh when the latter became the Los Angeles State College of Applied Arts and Sciences.

The state college of today looks forward to the time when it will have facilities comparable to those of the other state colleges. It would like to expand many of its student services. The fact that so many students live at home, however, and that many of them work full time while attending classes, has made it possible to get along without some of the services which would normally be expected in a college of this size. A full-time physician and nurse are available in daytime hours to take care of accident or sudden illness on the campus, and to give physical examinations, but it has not been possible to provide infirmary or hospital facilities. For the most part the students depend on medical services supplied by their families or employers. What the college has, it uses to the hilt; what it does not have, it gets along without.

As might be expected, the administration and faculty are keenly interested in the future of the college. In spite of the blind corners around which they cannot see, they are charting the pathways as nearly as they can.

For example, a large cross-section of the student population was asked recently to fill out an extensive questionnaire designed to aid the staff in formulating a general education program which would better meet the needs and desires of most of the students. It brought to light a wealth of information on the lives and interests of the more than 1,600 students who responded.

The replies indicated that of the "limited" students—those taking six units or less—80 per cent were 25 or more years old. Most were married, and most of them (85 per cent) had clearly defined vocational objectives. They wanted more courses or more information on the universe, atomic power, electricity, the atmosphere, and how man studies the inaccessible, among a great number of other subjects. They listened to classical or operatic music three times as often as they did to swing or jazz, and most of them read at least one daily newspaper and one weekly news magazine.

The regular students—those taking seven or more units—were somewhat younger on the average, but still 58 per cent of them were 25 years old or more. Of these, 85 per cent also had clearly defined vocational objectives. They, too, wanted more information on much the same things, and almost half of them (44 per cent) were married. Newspaper readership was about the same, although news magazine readership was a little less. Musical tastes, too, showed little difference from the other group.

Of the limited students, 85 per cent said they expected to continue work at the college in the extended day program in late afternoons, evenings, and on Saturday mornings. Of the regular students, 45 per cent said the same. Asked whether they would continue attending the college if it were moved to the proposed Sepulveda site in San Fernando Valley,¹ 70 per cent of the limited students and 69 per cent of the regular students said they would not.

Three-fourths of the limited students and 82 per cent of the regular students thought they should have some job experience as part of their education. Almost half in each group (45 and 51 per cent) said they would like more help in perfecting basic skills such as reading and writing; somewhat smaller percentages (40 and 34 per cent) wanted help in making personal or social adjustments. More than 60 per cent of both groups said they liked science, especially nature study; more than 50 per cent of both groups said they liked mathematics.

The tabulations and conclusions from the study are still incomplete, but they should be of much help to the faculty and administration in

¹ The site referred to in this questionnaire is not the one finally approved for purchase.

understanding student needs and desires. The questionnaire seems to confirm the faculty's belief that the students of the college form an able, mature, level-headed, determined, and realistic group.

Another far-reaching project which is expected to have long-range significance not only for the college itself and for the community, but also for other institutions in and outside the state, was begun in late 1953 under a grant from the Sears Roebuck Foundation. This project, which is called the Community Occupational Study, involved preparation of a comprehensive questionnaire for use in conducting survey interviews on the needs of the various industries in the community for college-trained personnel. Questions brought forth information on the expected trends within the foreseeable future, the kinds of training which business executives think colleges should provide for graduates, the shortcomings those executives have found in graduates they have employed, the needs for specialized as contrasted with general education, and numerous similar subjects.

Faculty members of all eight of the college divisions have participated in interviewing representatives of some 400 organizations in southern California. The work of tabulating and interpreting the findings will take many months, and the plan is ultimately to publish them.

A vast amount of good will has already resulted for the college as a by-product of the survey. Faculty members have broadened their contacts with business and industry, have helped to tell the story of the college, have sounded out the needs and attitudes of prospective employers of graduates, and have derived rich personal benefits from the experiences they have had. Business men have shown a high degree of interest in the study, as have officials of other educational institutions, and the findings are expected to have great value in helping to determine needs for new curriculums or useful revisions of existing ones.

The college no longer regards itself as "experimental," and, in fact, no longer even as "new." Its output of nearly 4,000 graduates, better qualified than they otherwise would have been to meet life's problems and make their contributions to the community and to the nation, is the equivalent of many years of educational effort by a small institution. Thousands more are being trained and will be trained in the years to come. Each year so far the number has increased, to well beyond what its rented facilities can easily accommodate.

The college looks forward to a bright future, and few of its faculty members would trade places with their colleagues in other institutions that have spacious campuses, adequate offices, and ample parking space. They are compensated and inspired by the great potential of this college. They know that the real story of Los Angeles State College of Applied Arts and Sciences is just beginning to be told.

ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1953-54

H. A. SPINDT, *Director of Admissions, University of California,*
Secretary-Treasurer of the Committee

This is the Thirteenth Annual Report of the California Committee for the Study of Education.

PURPOSES AND ORGANIZATION

The California Committee for the Study of Education was organized in 1940 in the belief that research and careful group study of educational matters would be more likely to lead to workable solutions of some problems than would uninformed and often strongly prejudiced expressions of opinion. The reports of the Committee have generally been well received and have had a marked influence on some phases of educational organization and curriculum in the state.

The California Committee for the Study of Education is composed of representatives from the most important educational organizations in the state.¹ The whole Committee meets only once a year, and interim affairs are handled by the Steering Committee and the Secretary. The Steering Committee now has as its members C. H. Siemens, Lloyd Luckmann, Robert N. Bush, H. H. Cornick, and H. A. Spindt. Hiram W. Edwards, formerly University of California Director of Relations with Schools, was for many years the Secretary of the Committee and was largely responsible for its effectiveness.

Subcommittees are appointed by the Steering Committee. These subcommittees make studies of various educational problems. The nature of the problems under study will be easily understood from a list of the subcommittees currently active:

- Subcommittee on Admission to College
- Subcommittee on Content and Sequence of Mathematics
 - Courses from the Ninth through the Fourteenth Grades
- Subcommittee on Scholarship Awards
- Subcommittee on Development of Moral and Spiritual Values
- Subcommittee on Gifted Students
- Subcommittee on Reciprocity at the Junior Level

REPORTS OF SUBCOMMITTEES

A. Subcommittee on Scholarship Awards. In October, 1950, the report of the first California Subcommittee on Scholarship Awards was presented. This subcommittee was appointed to follow up on the subsistence scholarship recommendations of the "Strayer Report" published

¹ A list of the members of the California Committee for the Study of Education, its sponsoring organizations, and personnel of the various subcommittees appears at the end of this report.

in March, 1948.¹ The Subcommittee recommended the establishment of a tax-supported, subsistence scholarship program of three hundred annual awards of \$500 each to be given for attendance at higher institutions in California. The primary assignment of the Second Subcommittee on Scholarship Awards is to develop a plan to implement the recommendations of the first Subcommittee, and, if desirable, to repeat a survey to determine the number of awards that would be necessary.

An organizational plan for the administration of the recommended scholarship program has been drawn up by the Subcommittee. Before offering this plan as a final report, the members of the Subcommittee have asked that the membership of the present group be increased to fourteen members, the additional five being selected from organizations not primarily connected with education. Since tax funds are suggested as a means of financing the program, it is felt that representatives of labor, business, industry, and other interests should have a voice in the plan. This recommendation was accepted by the California Committee and additional persons have been invited to work with the present Subcommittee.

B. Subcommittee on the Content and Sequence of Mathematics Courses from the Ninth Through the Fourteenth Grades. In 1952, a Subcommittee appointed three years earlier reported on the organization of mathematics courses in preparation for engineering and science studies. The report was referred to a specially selected group of high school principals, supervisors, and mathematics teachers. This special committee recommended that a new Subcommittee be formed, broadly representative of secondary and higher schools of the state, to report on the content and sequence of mathematics courses from the ninth year through the fourteenth year. The new committee is to concern itself not only with mathematics as a tool for study of engineering or science, but also with the liberal and general education values of mathematics study. Further, it is to study not only the college preparatory courses but the desirable content and sequence of courses for terminal and vocational students.

The Steering Committee decided to appoint a state-wide subcommittee with John Lombardi of Los Angeles City College as chairman, asking the committee to work in two sections, southern and northern, under the chairmanship of Mr. Lombardi and Paul Mohr of Sacramento Junior College, respectively.

C. Subcommittee on Development of Moral and Spiritual Values. This Subcommittee is preparing a handbook on the development of

¹ *A Report of a Survey of the Needs of California in Higher Education*, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education (Berkeley, California): Committee on the Conduct of the Study (George D. Strayer, chairman), March 1, 1948. Pp. xii + 132.

moral and spiritual values in the schools. An outline of the proposed handbook follows:

- Chapter I. THE AIMS OF PUBLIC SCHOOLS RECOGNIZE THE NEED FOR DEVELOPING MORAL AND SPIRITUAL VALUES. This chapter presents basic assumptions, definitions, broad aims of education, specific aims and areas of application of moral and spiritual values.
- Chapter II. RESEARCH HAS IMPLICATIONS RELATED TO THE DEVELOPMENT OF MORAL AND SPIRITUAL VALUES. This chapter presents briefly some implications of research findings regarding the modification of attitudes and behaviors, the growth and development of children, the basic needs of individuals, the characteristics of children at different age levels, developmental tasks at different age levels, and the kinds of motivation.
- Chapter III. THE CURRICULUM PROVIDES OPPORTUNITIES FOR EXPERIENCES. A survey of procedures in schools of the state has provided many examples of school practices, which are presented under these headings: Developing One's Best Self; Relating Oneself to Others; Understanding and Appreciating Our American Heritage; Recognizing Many Sources of Inspiration.
- Chapter IV. THE SCHOOL ADMINISTERS A PROGRAM FOR THE DEVELOPMENT OF MORAL AND SPIRITUAL VALUES. In this chapter basic concepts of administration, the need for a democratic philosophy of education, procedures and techniques of planning are discussed.
- Chapter V. WAYS OF EVALUATION IN MORAL AND SPIRITUAL EDUCATION ARE SUGGESTED. In this chapter a careful study of the relation of the general principles of evaluation to moral and spiritual education is presented. Evaluation techniques, together with a discussion of interpretation and use of data, are indicated.

The Subcommittee hopes to complete its work during the summer months of 1954. The Secretary of the California Committee reported that he had been in touch with the Chairman of the Governor's State-wide Committee on Moral and Spiritual Values in regard to financing the publication of the final report of the Subcommittee. No definite request for subsidy will be made until the work of the Subcommittee is completed, but it is hoped that eventually sufficient subsidy may be secured so that a copy of the handbook may be made available to every school in the State of California.

D. Subcommittee on Gifted Students. The members of the Subcommittee are interested in the education of gifted individuals at all educational levels and it was their recommendation that the name of the Subcommittee be changed to the Subcommittee on Education of the Gifted. For the purpose of the Subcommittee's work, the term "gifted" is interpreted as covering approximately the highest 5 per cent of the population in general scholastic ability. This would include individuals having an IQ of 125 or higher. The definition suggested includes those individuals who are likely to present special educational problems because of their general intellectual ability, but does not include "talented" individuals who have special abilities in particular areas. The

Subcommittee on Education of the Gifted has set for itself the following objectives:

- a) To review published reports of research and practice in connection with the education of the gifted
- b) To collect information about what is now being done in schools, particularly in California
- c) To identify special problems and issues that need attention such as procedures for identifying gifted individuals, acceleration, etc.
- d) To make recommendations as to desirable next steps such as needed research
- e) To prepare some type of report and try to arrange for its publication in a form that will make it easily available to school people and parents

The Subcommittee will divide its members into area subcommittees for investigation of education for the gifted in each of the following levels or groups of schools: elementary schools, junior high schools, senior high schools, junior colleges, colleges and universities, independent schools. Each of the special area subcommittees will attempt to co-ordinate their work with that being carried on by other groups that are studying problems associated with the education of the gifted. It is hoped that final report can be presented at the Spring meeting of 1955.

FINANCIAL REPORT

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION FINANCIAL REPORT

AS OF JUNE 30, 1954

Balance on hand, June 30, 1953.....	\$880.06	
Receipts	\$0.00	
Expenditures:		
Typing and mimeographing, Subcommittee on Development of Moral and Spiritual Values	41.00	
Typing and mimeographing, Subcommittee on Minimum Essentials in Mathematics for Instruction in Engineering	7.45	
Mimeographing, Subcommittee on Scholarship Awards	5.65	54.10
Balance on hand, June 30, 1954.....		<u>\$825.96</u>

MEMBERSHIP OF COMMITTEE AND SUBCOMMITTEES

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION
MEMBERSHIP LIST, 1954

<i>Name</i>	<i>Organization or Institution Represented</i>
REVEREND J. E. WEYER	Association of Catholic Secondary School Principals of California
RAYMOND S. SANDERS	California Association of Adult Education Administrators
HOWARD H. PATTEE	California Association of Independent Schools
HOMER H. CORNICK	California Association of School Administrators
JAMES H. CORSON	California Association of School Administrators
ROBERT N. BUSH	California Association of Secondary School Administrators
FRED L. PETERSEN	California Association of Secondary School Administrators
ELSIE F. GIBBS	California Association of Secondary School Administrators
CHARLES S. MORRIS, JR.	California Association of Secondary School Administrators
REVEREND JAMES BROWN	California Council of Catholic School Superintendents
VESTA M. PETERSEN	California Elementary School Administrators Association
ELMER R. VENTER	California Elementary School Administrators Association
HELEN HEFFERNAN	California School Supervisors Association
WARD H. AUSTIN	Junior College Association
LLOYD LUCKMANN	Junior College Association
MALCOLM A. LOVE	State Colleges
JAY D. CONNER	State Department of Education
FRANK B. LINDSAY	State Department of Education
T. A. SHELLHAMMER	State Department of Education
THOMAS JACOBS	University of California
HERMAN A. SPINDT	University of California
WILLIAM A. BROWNELL	University of California
CORNELIUS H. SIEMENS	Western College Association
HERBERT C. HEFFNER	Western College Association

ALTERNATES

REVEREND MARK J. HURLEY	Association of Catholic Secondary School Principals of California
DAVID L. GREENE	California Association of Adult Education Administrators
WILLIAM E. KRATT	California Association of Independent Schools
WILLARD H. VAN DYKE	California Association of Secondary School Administrators
REVEREND PATRICK ROCHE	California Council of Catholic School Superintendents
ENOCH DUMAS	California Elementary School Administrators Association
GRETCHEN WULFING	California School Supervisors Association
OSCAR H. EDINGER, JR., OF BASIL H. PETERSON	Junior College Association
.....	State Colleges
GRACE V. BIRD	University of California
JOHN VIEG	Western College Association

STEERING COMMITTEE

<i>Name</i>	<i>Organization or Institution Represented</i>
CORNELIUS H. SIEMENS, <i>Chairman</i>	Western College Association
LLOYD LUCKMANN, <i>Vice-Chairman</i>	Junior College Association
H. A. SPINDT, <i>Secretary-Treasurer</i>	University of California
R. N. BUSCH, <i>Member-at-Large</i>	California Association of Secondary School Administrators
HOMER H. CORNICK, <i>Member-at-Large</i>	California Association of School Administrators

MEMBERS OF SUBCOMMITTEE ON ADMISSIONS

HERMAN A. SPINDT, University of California, *Chairman*
 STANLEY B. FREEBORN, University of California
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 JOE H. WEST, San Jose State College
 HUGH M. BELL, Chico State College
 H. M. MCPHERSON, Napa Junior College
 GEORGE E. DOTSON, Long Beach City College
 FLORENCE BRADY, Occidental College
 BASIL H. PETERSON, Orange Coast Junior College
 REVEREND JOHN FOUDY, Archdiocese of San Francisco
 MELVYN F. LAWSON, Sacramento City Unified School District
 ALBERT D. GRAVES, Los Angeles State College of Applied Arts and Sciences

CALIFORNIA SUBCOMMITTEE ON GIFTED STUDENTS

DONALD E. KITCH, Chief, Bureau of Guidance, State Department of Education,
Chairman
 ALFRED C. BAXTER, Principal, Garfield Junior High School, Berkeley
 SELMER H. BERG, Superintendent, Oakland Unified School District
 JOHN W. ECKHARDT, Assistant Superintendent, Kern County Union High School
 District, Bakersfield
 DANIEL DEWEY, Headmaster, Anna Head School, Berkeley
 ELSIE F. GIBBS, Director of Secondary Education, San Bernardino Public Schools
 GEORGE C. HOLSTEIN, Principal, Fresno High School
 EMIL LANGE, Director, Rutherford School, Long Beach
 JACK A. HOLMES, Associate Professor of Education, University of California,
 Berkeley
 CHARLES L. LEE, Director of Special Schools and Classes, Alameda County, Oakland
 RAYMOND C. PERRY, Professor of Education, University of Southern California
 MRS. MAY SEAGOE GOWAN, Professor of Education, University of California,
 Los Angeles
 J. HAROLD WILLIAMS, Provost, University of California, Santa Barbara College
 PAUL SQUIBB, Headmaster Emeritus, Midland School, Los Olivos

SUBCOMMITTEE ON THE DEVELOPMENT OF MORAL AND
SPIRITUAL VALUES

MRS. ERMA PIXLEY, Los Angeles City Schools, Curriculum Division, *Chairman*
 EVERETT B. CHAFFEE, Principal, University High School, Los Angeles
 RALPH F. BURNLIGHT, District Superintendent, Excelsior Union High School,
 Norwalk
 CHARLES J. FALK, Associate Professor of Education, Occidental College, Los Angeles
 LEONARD HUMMEL, Curriculum Assistant, Los Angeles County
 MRS. RUTH EDMANDS, Consultant, Elementary Education, State Department of
 Education
 RAY M. IMBLER, Principal, Northbrae Elementary School, San Bruno
 WILLIAM WOOLWORTH, Director of Instruction, Albany Unified School District,
 Albany
 JOHN W. WILSON, Principal, David S. Jordan High School, Long Beach

CONSULTANTS

VERNON O. TOLLE, Director, School of Education, University of Redlands
 ALFRED W. PAINTER, College of Pacific, Stockton
 SAM DININ, Bureau of Jewish Education, Los Angeles
 MONSIGNOR PATRICK DIGNAN, Archdiocese of Los Angeles
 EARL CRANSTON, School of Religion, University of Southern California

SUBCOMMITTEE ON RECIPROCITY AT THE JUNIOR LEVEL

H. DONALD WINBIGLER, Dean of Students, Stanford University, *Chairman*
 ALVA R. DAVIS, Dean, College of Letters and Science, University of California
 H. M. MCPHERSON, President, Napa Junior College
 ARNOLD E. JOYAL, President, Fresno State College
 WILLIAM E. KRATT, President, Menlo School and College, Menlo Park
 GRACE V. BIRD, Office of Relations with Schools, University of California
 MARY C. BURCH, Mills College

SECOND CALIFORNIA SUBCOMMITTEE ON SCHOLARSHIP AWARDS

RALPH PRATOR, President, Bakersfield College, *Chairman*
 MRS. EUGENE BAKER, California Congress of Parents and Teachers, Norwalk
 PAUL R. BOWERS, California Association of Secondary School Administrators
 J. FREDERIC CHING, City Superintendent of Schools, Salinas
 MRS. ESTHER J. CONRAD, Compton Junior College
 VAN DEMPSEY, CIO—California Industrial Union Council
 MRS. DOROTHY DONAHOE, Assemblyman, 38th District, California Legislature
 HUGH P. DONNELLY, Senator, 22nd District, California Legislature
 DONALD D. DOYLE, Assemblyman, 10th District, California Legislature
 ROBERT C. GILLINGHAM, Compton Junior College
 GEORGE W. JOHNS, Secretary, San Francisco Labor Council
 MRS. CLOYCE MARTIN, California Scholarship Federation, Eureka
 ALBERT M. PAUL, President, California Products Company
 GUINN SMITH, Assistant Director, Relations with Schools, University of California
 BROTHER W. THOMAS, F.S.C., President, St. Mary's College

SUBCOMMITTEE ON

THE CONTENT AND SEQUENCE OF MATHEMATICS STUDIES
FROM THE NINTH THROUGH THE FOURTEENTH GRADES*Northern Section:*

J. PAUL MOHR, President, Sacramento Junior College, *Chairman*
 HAROLD BACON, Stanford University
 ALBERT C. BURDETTE, University of California, Davis
 HARRIETTE BURR, Willow Glen High School, San Jose
 VERNE HALL, JR., Galileo High School, San Francisco
 JOSEPH B. HILL, Principal, Lincoln High School, San Francisco
 H. STEWART MOREDOCK, Sacramento State College
 M. EUGENE MUSHLITZ, Consultant in Secondary Education, State Department of Education
 JAMES NUDELMAN, Mountain View Union High School
 ARENT L. OLSEN, Principal, Biggs Union High School
 RICHARD POWELL, University of California, Berkeley
 HARRY R. RENOUD, Reedley Junior College
 NORMAN O. GUNDERSON, San Jose State College

Southern Section

JOHN LOMBARDI, Los Angeles City College, *Committee Chairman and Section Chairman*
 L. J. ADAMS, Santa Monica City College
 MAY BEENKEN, Immaculate Heart College

CLIFFORD BELL, University of California, Los Angeles
BONHAM CAMPBELL, University of California, Los Angeles
MARIAN C. CLIFFE, Verdugo Hills High School, Tujunga
PAUL H. DAUS, University of California, Los Angeles
R. P. DILWORTH, California Institute of Technology
JOHN W. ECKHARDT, Assistant Superintendent, Kern County Union High School
District, Bakersfield
WILLIAM H. GLENN, John Muir High School, Pasadena
VINCENT C. HARRIS, San Diego State College
L. CLARK LAY, John Muir High School, Pasadena
PAUL A. WHITE, University of Southern California
HAROLD E. DARLING, Stephens Junior High School, Long Beach

APPORTIONMENT OF THE STATE SCHOOL FUND

RALPH R. BOYDEN, *Chief, Bureau of School Apportionments and Reports*

The Principal Apportionment of the State School Fund for the fiscal year 1954-55 was certified by the Superintendent of Public Instruction to the State Controller, State Treasurer, State Department of Finance, county auditors, county treasurers, and county superintendents of schools on September 15, 1954, in the amount of \$355,253,407.24. This apportionment was the second such apportionment since the Constitution was amended in 1952. Major revisions of the portions of the Education Code relating to apportionment were made in 1953 but only slight changes were made in 1954. Therefore, this apportionment is very similar in plan and in formula rates to that made a year earlier. This apportionment includes basic state aid, state equalization aid, allowances for adults, and budget allowances for county school service funds. It constitutes the major state contribution for the support of the public school system, exclusive of the state colleges.

An analysis of this year's Principal Apportionment and comparative figures for last year, showing an increase this year of \$27,388,415.64 and the percentages of increase, is presented in the following tabulation.

<i>Level or Fund</i>	<i>Amount of Principal Apportionment</i>		<i>Percentage of increase</i>
	<i>1953-54</i>	<i>1954-55</i>	
Elementary schools			
Amounts allowed by normal computations	\$239,569,261.11	\$260,071,948.36	
Additional allowances to certain reorganized districts	427,473.38	132,190.11	
Amounts withheld because of insufficient number of teachers	—322,934.30	—238,236.40	
Net Total	\$239,673,800.19	\$259,965,902.00	8.5
High schools	66,564,175.56	71,381,570.67	7.2
Junior colleges	12,381,777.00	14,168,359.38	14.4
County School Service Funds (budget allowances)	9,187,632.19	9,678,914.00	5.3
Correction of apportionments of previous fiscal years'			
Excesses withheld	—147,681.78	—287,872.11	
Deficiencies added	205,288.44	346,533.23	
Total	\$327,864,991.60	\$355,253,407.24	8.4

Additional allowances shown in the foregoing tabulation for elementary schools represent amounts allowed to certain recently reorganized school districts during the first five fiscal years of their existence in each case. For the current fiscal year, this group includes six unified and five union school districts. These allowances are provided by law to protect

such districts from sudden reduction of State aid which might otherwise result from the formation of larger operating units.

The amounts withheld from the apportionments for elementary schools as shown in the tabulation were withheld because of the employment last year of an insufficient number of teachers in the case of small school districts or necessary small schools in districts which maintain two or more elementary schools. "Small" in this connection means an average daily attendance of no more than 100. One teacher for each 25 units of a.d.a., or fraction thereof, is required by law for receipt of full equalization aid on the special foundation program for small schools. The full allowances are computed but the differences between the full allowance and the allowance on an a.d.a. basis for large schools is withheld pending receipt of information regarding employment of additional teachers on or before November 10 of the current fiscal year. If additional teachers are employed, the amounts withheld may be released in December.

The Principal Apportionment for 1954-55 for elementary schools, high schools, and junior colleges includes the following elements:

A. Basic state aid \$257,653,560.00

This consists of 1) an allowance of \$2,400, the constitutional minimum, to each of 243 districts which have less than 20 a.d.a., a total a.d.a. of 3,020, and a total sum of \$583,200.00, and 2) an allowance of \$120 per unit of a.d.a. to other districts, a total sum of \$257,070,360.00.

B. State equalization aid \$78,329,398.48

This consists of allowances to compensate in part for the variations in district ability to support schools, provided the district made the required local effort as measured by the tax rate of the preceding fiscal year. There were 1,454 districts which received state equalization aid, with a total a.d.a. of 1,723,771. There were 143 districts which were ineligible by reason of low tax rate, with a total a.d.a. of 26,733, and 454 districts which did not qualify by formula, with a total a.d.a. of 394,769.

C. Allowances for adults \$7,390,139.14

These allowances were made for the a.d.a. of adults,¹ as adults were defined by the 1953 session of the Legislature, at a rate not less than \$120 per unit of a.d.a. nor exceeding \$200 per unit of a.d.a., an average of \$136.71 per unit of a.d.a. for the 54,059 units of a.d.a. of adults in secondary schools. The actual unit rate for each district is determined by the unit rate of State equalization computed for the district on the a.d.a. of the district exclusive of the a.d.a. of adults.

¹ The Principal Apportionment for the fiscal year 1953-54 was based upon the exclusion of the a.d.a. in classes for adults in the determination of State equalization aid. Allowances for the a.d.a. in classes for adults were then made in the same manner as employed in this year's apportionment, subject to the \$200 limit. A comparison of the a.d.a. in classes for adults during the fiscal year 1952-53 with the a.d.a. of adults as defined in Education Code Section 9700.1 during the fiscal year 1953-54 is given in the tabulation of a.d.a.

D. Allowances for adult inmates..... \$570,296.79

Allowances were made for the a.d.a. of adults who were inmates of certain State and local institutions, at a rate of not less than \$120 per unit of a.d.a. nor more than \$148 per unit of a.d.a. and averaging \$139.81 for each of the 4,079 units of a.d.a. in the programs maintained in such institutions by secondary school districts.

State total a.d.a. in the public schools during the preceding fiscal year is the main factor in the determination of the amount of the State School Fund for each fiscal year. A.d.a. in individual districts is the most important single factor in the computation of apportionments. State totals of a.d.a. in graded and ungraded classes by level for the past two fiscal years are shown in the following tabulation:

Level and category	Grades	Average daily attendance		Percentage of increase
		1952-53	1953-54	
Elementary schools	K-8	1,491,838	1,618,942	8.5
High schools	9-12			
Classes for adults		46,404		
Adults as defined in E.C. 9700.1			33,836	
Classes for adults in state institutions		3,972	2,522	
Other		409,135	454,169	
Total high school		459,511	490,527	6.7
Junior colleges	13-14			
Classes for adults		13,000		
Adults as defined in E.C. 9700.1			20,223	
Classes for adults in State institutions		1,937	1,557	
Other		70,883	77,147	
Total junior college		85,820	98,927	15.3
Grand total a.d.a. for state apportionment		2,037,169	2,208,396	8.4

The State School Fund for this fiscal year is estimated to amount to \$398,411,280.00. This represents \$180 for each of the 2,208,396 units of a.d.a. in the public schools last year, amounting to \$397,511,280.00, and an amount estimated in the State Budget at \$900,000.00 which will be added for the approved excess expense of the automobile driver training program. The remainder of the State School Fund, \$43,157,872.76, including the estimated amount required for the excess expense of automobile driver training, will be apportioned in four separate apportionments during the current fiscal year. The several apportionments required during the fiscal year under the law are here designated as Parts I, II, III, IV, and V. The Principal Apportionment is Part I. The remaining apportionments, Parts II to V, are listed as follows:

Part II. A Special Purpose Apportionment, scheduled for December 10, 1954

This will include 1) a release of amounts previously withheld to the extent justified by the employment of additional teachers for small

elementary schools; 2) reimbursements of excess expense for physically handicapped and mentally retarded minors; 3) reimbursement for transportation of certain exceptional minors; 4) reimbursement for pupil transportation; and 5) reimbursement of excess expense for pupils instructed in automobile driver training.

A maximum of \$15,237,932.40 is reserved for this apportionment in accordance with the schedule set forth in the apportionment law. In addition, a maximum of \$238,236.40, withheld from the Principal Apportionment, may be released. A further addition of the amount required for excess expense of automobile driver training, estimated at \$900,000.00, makes an estimated maximum total of \$16,376,168.80 for the Special Purpose Apportionment on December 10, 1954.

Part III. First Period Apportionment for Growth, scheduled for February 15, 1955

A maximum of \$10,600,300.80 may be apportioned at that time.

Part IV. Second Period Apportionment for Growth, scheduled for June 24, 1955

An amount of \$15,900,451.20 is reserved by law for the Second Period Apportionment for Growth, if needed; and this amount may be augmented by any portion of the amount reserved, but not actually needed, for the First Period Apportionment for Growth.

Part V. Final Apportionment, scheduled for June 25, 1955

This will be an additional allowance of equalization aid to elementary school districts which received equalization aid in the Principal Apportionment made on September 15, 1954. It will include a minimum of \$280,951.96 not allowed to county school service funds in the Principal Apportionment, a remainder of the amount reserved by law for such allowances, plus unused remainders of any amounts reserved by law for subsequent apportionments but not needed for actual allowances.

THE CALIFORNIA EDUCATION CO-ORDINATING COMMITTEE

DRUMMOND McCUNN, *Chairman*, and WILLIAM N. McGOWAN, *Secretary*

On August 30, 1954, meeting in San Francisco, representatives of various professional associations of educational administrators formally adopted by-laws and organized themselves into the California Education Co-ordinating Committee. This action was the culmination of preparations and planning that began in 1953 under the auspices of the California Association of School Administrators, the California Association of Secondary School Administrators, the California Elementary School Administrators Association, the California Association of County School Superintendents, the Junior College Association, and the California State Department of Education (in an ex officio relationship). It is important to note that there is no parent organization. Each organization has equal status in the Committee, regardless of its size. As the planning progressed, other associations joined the enterprise, including the California Association of Secondary School Curriculum Co-ordinators, the California School Supervisors Association, the California Adult Education Administrators Association, the California Association of Public School Business Officials, and the California Council of Continuation Education. The State College Presidents and the School Boards Association have been invited to join the Committee.

The California Education Co-ordinating Committee (CECC) is a result of a sincere attempt to establish a means whereby the activities of the various professional associations of educational administrators in the state can be co-ordinated, in the interest of securing more effective and efficient use of the strengths of the groups involved for the further benefit of public school education. Purposes of the Committee, as detailed in the by-laws adopted by the membership, are as follows:

1. To act as a co-ordinating body for the efforts of the various professional and educational organizations in the state of California.
2. To act as a clearing house for research projects so that if one of the organizations decides to carry on some research endeavor, it will be possible to find out whether such a project is also under way sponsored by other organizations. This could result in pooling efforts on a particular action research program or to divide the responsibilities on a project among several organizations, each being invited to accept responsibility for different phases of the program.
3. To co-ordinate efforts relating to education, public relations, legislation, and finance.
4. To offer educational leadership, giving direction to increasing the effectiveness of instruction and educational practices in the state of California.
5. To co-ordinate the efforts, state-wide, in setting recognized goals in education and in promoting their establishment.
6. To sponsor regional projects contributing to an over-all program.
7. To encourage, to sponsor, and to activate grass roots participation in achieving educational objectives which have been clearly defined and accepted.

Membership on the Committee is available to those organizations which are organized on a state-wide basis and are professional in nature at the administrative, supervisory, or policy-making levels. Application for membership on the Committee can be made through the CECC Membership Committee, Clement Long, chairman. Dr. Long is Director of Secondary Education, Oakland City Schools. There is a patent need for the type of activity projected by the CECC. As the problems of public school education become more complex, and as the Legislature and the lay public become more actively involved in the affairs of education, it becomes imperative that educators "get together," marshal their strengths in co-operative endeavor the support of the best in public school education and for the benefit of the profession. There is a great need to eliminate duplication of professional activities and services in many areas; there is a need to present greater unanimity regarding purposes and procedures; and there is an obvious need to combine efforts in attacking the many problems that face the professional educationist.

The California Education Co-ordinating Committee has been organized to provide a means for meeting these needs. It is expected that the members will meet four times yearly in pursuit of the stated objectives. Subsequent meetings for the year 1954-55 have been scheduled as follows:

November 29-30, 1954—California Teachers Association Board Room, Los Angeles

January 31-February 1, 1955—State Educational Building, Sacramento

April 29-30, 1955—State Education Building, Sacramento

Agenda for the November meeting will include legislation and action research projects.

Expressions of opinion regarding this new endeavor and suggestions for promotion of its objectives will be welcomed by the officers and members. Communications may be addressed either to the Chairman, Drummond J. McCunn, at 1005 Escobar St., Martinez, or the Secretary, Wm. N. McGowan, at 2220 Bancroft Way, Berkeley 4, California.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATIONS BY SUPERINTENDENT OF PUBLIC INSTRUCTION

School Housing. The Superintendent of Public Instruction, acting under the authority of Education Code Sections 7707 and 7717, has amended Sections 2002, 2041(k), 2044, 2045, and 2048 of Title 5 of the California Administrative Code, dealing with schoolhousing. These regulations were adopted as emergency regulations, and became effective immediately upon being filed with the Secretary of State, September 27, 1954.

NOTE: The text of the amended sections of Title 5 will appear in California Administrative Register 54, No. 21, dated October 9, 1954, reprints of which have been ordered for distribution as usual by the State Department of Education to the holders of the departmental edition of Title 5. Single copies of a preliminary mimeographed edition of the amended sections may be secured in advance of printing upon request to the Division of Public School Administration, California State Department of Education, Sacramento 14, California.

BUREAU OF SCHOOL APPORTIONMENTS AND REPORTS

RALPH R. BOYDEN, *Chief*

FEDERAL AID TO PUBLIC SCHOOLS UNDER PUBLIC LAW 874

Federal aid for the support of public schools affected by federal activities was provided during the fiscal year 1950-51 by the enactment of Public Law 874 during the second session of the Eighty-first Congress. Approximately \$6,750,000.00 was allowed to 174 California school districts during that year. Slightly larger amounts were allowed to a larger number of districts during the fiscal years 1951-52 and 1952-53.

Records of the Bureau of School Apportionments and Reports show that during the 1953-54 fiscal year 338 California school districts, in 34 counties, made application for such assistance on federal Form RSF-1. All but one of these districts turned in final reports on Form RSF-3, showing enrollment, attendance, and financial data for the fiscal year. The estimated entitlement of 308 of these districts under Section 3 of the federal statute amounts to \$12,674,448.07. Payment of 75 per cent of the estimated entitlement under Section 3 has been made to these districts in the total sum of \$9,505,836.05. Section 3 of the act deals with

pupils who live with parents residing on federal property or who are employed on federal property, or both live on and are employed on federal property.

Relatively minor additional amounts have been or will be allowed to a few districts under Sections 2 and 4 of the federal law. These sections deal respectively with loss in local tax support due to federal acquisition of real property and with financial burden caused by "sudden and substantial" increases in attendance as a result of federal activities.

Semifinal settlements are being made at the rate of 95 per cent of the entitlement for the fiscal year 1953-54. Final settlement at 100 per cent may be made later if appropriated amounts are sufficient for such full settlement.

BUREAU OF READJUSTMENT EDUCATION

HERBERT E. SUMMERS, *Chief*

GUIDES TO EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Since 1944, the Commission on Accreditation of Service Experiences appointed by the American Council on Education has published information to assist school administrators in the evaluation of the educational experiences which students may have had in the military service.¹ The most recent of these publications are the 1954 revision of *A Guide to the Evaluation of Educational Experiences in the Armed Services*² and a supplement to the 1954 revision.³ The revision and supplement provide information on the numerous changes in the courses conducted for the benefit of military personnel that have occurred since the last complete publication was issued in 1946.⁴

Part I of the revised *Guide* provides information about courses offered during World War II. Part II describes courses offered since 1946, whether currently available or not, and evaluates their content in terms of secondary school credit. The supplement deals principally with correspondence courses provided by the United States Armed Forces Institute (USAFI) and the United States Marine Corps Institute (USMCI).

A free copy of the revised *Guide* and the supplement were distributed by the publishers in September, 1954, to each public and private second-

¹ The granting of secondary school credit for military service and training is provided for in California by Section 99, Title 5, California Administrative Code.

² *A Guide to the Evaluation of Educational Experiences in the Armed Services, 1954 Revision, Formal Service Courses and Schools.* Washington 6: Commission on Accreditation of Service Experiences, American Council on Education (1785 Massachusetts Ave.), September, 1954. Pp. xvi + 426. Cloth, \$5.

³ *United States Armed Forces Institute and United States Marine Corps Institute: Special Educational Opportunities, 1954.* A Supplement to the 1954 Revised Edition of "A Guide to the Evaluation of Educational Experiences in the Armed Services, 1954." Washington 6: Commission on Accreditation of Service Experiences, American Council on Education, 1954. Pp. 48.

⁴ *A Guide to the Evaluation of Educational Experiences in the Armed Services.* Washington 6: American Council on Education, August, 1946 (complete edition). Pp. xvi + 1098. Paper, \$5.

ary school in California. Any school which failed to receive its copies should at once advise the Commission on Accreditation of Service Experiences, American Council on Education, 1785 Massachusetts Avenue, Washington 6, D. C. Additional copies of the *Guide* may be purchased at \$5 from the Publications Division at the same address. The supplement is available upon request, without charge.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Guidance in the Elementary School. Prepared by members of the staffs of the Bureau of Elementary Education, Bureau of Education Research, and Bureau of Guidance of the California State Department of Education. Bulletin of the California State Department of Education, Vol. XXIII, No. 4, August, 1954. Pp. vi + 66.

This bulletin presents the major conclusions reached in two workshops conducted at Stanford University and the University of California, Los Angeles, during the summer of 1953 by three bureaus of the State Department of Education. Because of the widely varying circumstances under which guidance of elementary school children takes place, emphasis has been given to the guidance function in education rather than the specific organization of specialized personnel needed for guidance service. Chapters have been contributed by seven Department staff members who participated in the workshops.

Copies of the bulletin have been distributed to city and county superintendents of schools, district superintendents of elementary school districts, and to principals of elementary schools and junior high schools. Requests for additional copies may be addressed to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14. Single copies are priced at twenty-five cents plus sales tax on California orders.

Rehabilitation of Disabled Parents in the Aid to Needy Children Program: An Experiment in Co-operative Relations. Bulletin of the California State Department of Education, Vol. XXIII, No. 6, August, 1954. Pp. viii + 80.

This bulletin describes in detail the planning, organization, methods, and conclusions of a study started in 1951 by the Bureau of Vocational Rehabilitation regarding the need for vocational rehabilitation services on the part of disabled parents of children receiving assistance under the Aid to Needy Children program.

The study was established through an agreement between the Bureau of Vocational Rehabilitation of the State Department of Education, the State Department of Social Welfare, and the California Department of Employment, and was conducted with aid of funds granted by the Federal Office of Vocational Rehabilitation. The results clearly demonstrated that a substantial number of parents who are recipients of public assistance need vocational rehabilitation services and that through co-operative effort many of them may be restored to their rightful place as self-supporting and family-supporting members of the community.

Copies of the bulletin have been distributed to city and county superintendents of schools, to county welfare directors, to district and branch offices of the Bureau of Vocational Rehabilitation, to staff members of the State Department of Social Welfare, and to the Federal Office of Vocational Rehabilitation.

FOR YOUR INFORMATION

COLLEGE TRAINING FOR NAVAL CAREERS

In the fall of 1955, approximately 2,000 selected young men will be enrolled in 52 colleges and universities of the United States as students in the Navy's Reserve Officers' Training Corps (NROTC). They will be provided with tuition, fees, books, and a living allowance of \$600 from government funds. These students will be required to take one course in Naval Science each term and to fulfill certain minimum requirements in English, mathematics, and physics. They will participate in two summer cruises with the Fleet and one 8-week period of aviation and amphibious indoctrination. With certain exceptions they may pursue the academic programs of their own choice. Upon graduation they will be commissioned as officers in the Navy or Marine Corps and will serve on active duty for a period of three years. Many will then have the opportunity to become career officers; others will transfer to the Naval Reserve, where they will be trained and ready for service in the event of national emergency.

The nation-wide qualifying examination will be given on December 11, 1954. Copies of the NROTC Bulletin of Information and sample application forms have been sent by the Department of the Navy to secondary school principals and to colleges in every state. The qualifying aptitude test will be given in 27 California cities. Candidates who make qualifying scores will be given physical examinations and interviewed at a Navy Recruiting Station. From the candidates found physically qualified, the state selection committee will make the final selection of candidates to fill the authorized quota for California.

Detailed information about the NROTC program may be obtained from high schools, universities and colleges, and all Navy Recruiting Stations in California, and also from Educational Testing Service, P. O. Box 27896, Los Angeles, California. School administrators are urged to encourage able and interested students to apply for this training.

RECOMMENDATIONS ON TEXTBOOK SELECTION PROCEDURES

The Public Relations Advisory Panel established by action of the State Council of Education of the California Teachers Association¹ has listed 15 problems in the field of public relations which seem to require

¹ Members of the Public Relations Advisory Panel are the following: Mrs. Sarah Carter, President North Coast Section, CTA, Eureka, *Chairman*; Paul R. Bartlett, President, Radio Station KFRE, Fresno; Glenn E. Carter, Assistant Vice President, Bank of America, Los Angeles; Herbert C. Clish, City Superintendent of Schools, San Francisco; Stuart Dufour, Administrative Assistant, Salinas Public Schools; Harry Frishman, Supervisor of Publications, Long Beach Public Schools; and Roy Rosenberg, Editor and Co-Publisher, *The Sacramento Union*.

attention in California. The panel will discuss these problems and make recommendations in respect to each.

The first problem to be considered was that of improving textbook selection procedures in some California school districts. Recommendations of the panel, issued by the California Teachers Association in "Public Relations Advisory Panel Bulletin No. 1," dated September 15, 1954, were as follows:

It is respectfully recommended:

1. That every school district formulate a plan of procedure for the local selection of books, have it adopted by the board, and have it followed as a matter of fixed policy.
2. That the planning of policies and procedures in respect to the selection of books might well be undertaken by co-operation between administration and teachers. It is the consensus of the panel that the process of selection of books is primarily a responsibility of the profession.
3. That details of such a planned procedure, when adopted, be made public, through all available channels of publicity.

Accompanying these recommendations was a 22-page mimeographed bulletin on "Textbook Selection," containing examples of procedures which have been adopted and are in effect in some California school districts.

RECENT PUBLICATIONS OF THE AMERICAN LIBRARY ASSOCIATION

The following publications have been announced recently by the American Library Association, 50 East Huron Street, Chicago 11, Illinois:

JEWEL GARDINER. *Administering Library Service in the Elementary School*. Chicago 11: American Library Association (50 East Huron St.), 1954. Pp. 176. Cloth, \$3.50.

This publication is addressed not only to those actively engaged in school library work, but also to institutions educating teachers for elementary school service. It discusses the function, organization, and administration of the library in the modern elementary school, reflecting the present widespread acceptance of the library as an essential part of the school. Topics covered include the qualifications and functions of library personnel; space, furnishings, and equipment necessary for efficient service; selection, purchase, and organization of books, magazines, and audio-visual materials; reading guidance; publicity and promotion, and relationship with the public library.

The author, a Californian, is librarian of the professional library of the Sacramento City Unified School District and supervisor of elementary and junior high school libraries in that district.

JEAN ROOS. *Patterns in Reading: An Annotated Book List for Young People*. Chicago 11: American Library Association, August, 1954. Pp. 176. \$2.25.

This unique reading list is based on the author's experience with young people and their reading interests in the Cleveland Public Library. The titles number more than 1,400 and are primarily fiction. They are arranged in groups according

to patterns of reading interest, characterized by headings such as "Cloak and Dagger Tales," "Women in Medicine," "Sea Fever," and "Theater." Titles in each group are arranged in progression from books that are easy to read to those that are more complex, and the annotations are written so as to interest young people and encourage them to broaden or deepen their reading background.

HEALTH CAREER HORIZONS

A nation-wide project entitled "Operation Health Career Horizons" was launched in June, 1954, by the National Health Council with the co-operation of the Equitable Life Assurance Society of the United States. The purpose of the project is to bring to the young people in the high schools of the United States information on a wide range of health-career opportunities at a time when they are making decisions about their life vocations, thus opening new channels to recruitment and enabling the health professions and their supporting services to reach more and more candidates.

The Health Horizons project will produce and distribute three publications—a concise guidebook for teachers and vocational counselors, a brief leaflet for young people themselves and for their parents, and a series of health career posters for school and community use. The materials will be sponsored, approved, and issued by the National Health Council, G.P.O. Box 1400, New York 1, N.Y. Production and distribution costs will be met by the Equitable Society. A 16-page transcript of the addresses delivered on the occasion of the announcement of the project may be secured from the Council headquarters.

PROFESSIONAL LITERATURE

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ANDREWS, FRANCES M., and LEEDER, JOSEPH A. *Guiding Junior-high School Pupils in Music Experiences.* New York 11: Prentice-Hall, Inc. (70 Fifth Ave.), 1953. Pp. xii + 372. \$4.75.

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